THE CULTIVATION OF ART APTITUDES.

PRACTICAL EDUCATION. Treating of the Development of Memory, the Increasing Quickness of Perception and Training the Constructive Faculty. By CHARLES G. LELAND. 12mo pp. 280. D. Van

This is a book from which all who are interested In the improvement of educational methods may derive valuable ideas. The author writes with the authority of broad and successful experience. The theories of education which he advocates and develops have been tested thoroughly, and so remarkable have been the results that all the world is on the way to adopt them. Mr. Leland's essays are moleover written with a lucidity, directness and wealth of apposite illustration sufficient to enlist the attention and rouse the interest of the most hide-bound conservatism. At first sight those who are not familiar with the metical results reached in the author's Philalphia classes by the methods here inculeated, and since applied with ever-increasing success to industrial teaching all over the United States and in many European countries, may be somewhat trine, and may be distrustful of experiments which seem to depend primarily upon the revival of antique and obsolete practices. A short period of observation in the industrial art classes organized upon Mr. Leland's plan would dispel all doubts and misgivings of this kind, but to such as have not the opportunity to satisfy themselves in that way it may be of service to explain the new

The initial principle, as regards industrial art training, is that education can hardly be begun sess an innate aptitude for the minor arts and for decorative arts especially. At four or five years they often try to draw, to represent things on plane surfaces. If they are taken in hand at this period and taught free-hand drawing, and if they are also led to take interest in minor art work, they will soon be able to copy with an approach to precision, and in the next place they will learn to design. Mr. Leland has demonstrated generally supposed, but that when the young observation has once been awakened and developed by careful discipline, and the hand has been taught the freedom and boldness to be acquired only by free-hand drawing, designing becomes easy, and even quite young children are capable of producing original designs of distinct beauty and freshness. It is interesting to recall the fact that all this is really but a return to educational methods practised thousands of years ago, in what we are accustomed to speak of as the infancy of the world. The great Eastern races which then held half the habitable globe in fee had then discovered principles which, after being lost to formulated through modern independent research. the women and children, and to this day Oriental shawls and carpets and embroideries, the delicate filigree jewelry, the exquisite lace patterns, which are bought so eagerly in Eastern bazaars and trans-ferred to the cabinets and drawing-rooms of Westof childish brains and childish fingers. The Ori patterns, or rather he carries the pattern in his mind. And this trait naturally brings up another

part of Mr. Leland's system. This is the special development of memory, both of mind and eye. The Western world gained much by the invention of printing, but it also lost much. Before that time the human memory was cultivated to a degree of vigor and retentive capacity which seems little less than miraculous to knowledge that, as Mr. Leland says, a man is a great scholar in these times who knows where to look for the information his own head cannot contain. Inevitably this dependence upon books has lowered the common estimation of mnemonic possibilities. Men have forgotten what their pre decessors could do in the way of remembering. But even so recently as the middle ages vast masses of learning were committed to memory. When books were all in manuscript and hard to protents of a volume simply learned the whole by markable. For ages the Vedas have been handed down erally in India, and text and profuse commentary have together been committed to memory and retained through long lives, then passed on to the next generation. The Mahabarahta, with its three hundred thousand shlokas, was often thus mastered. The great grammar of Parsini, with a ten-fold accretion of comment, was in the same manner disseminated. Mr. Leland gives an instance in which the whole of the Talmud was thus learned by heart. Now the printed edition of

the Talmud fills twelve thick folios. It is a popular fallacy that any special development of the memory is obtained at great cost to the intellectual faculties. This is a delusion, and the best possible proof that it is consists in the fact that the science of dialectics never flourished so brilliantly as during the ages when men had to trust to their memories for all aids to controversy and ratiocination. The learned then carried their libraries in their heads, and there is ample and varied proof that the crudition thus stowed away was so orderly arranged as to be at the instant command of its owners. What we now consider prodigious memories were then the common possession of thousands everywhere. It is indeed true that much of the learning so committed was of a kind which we moderus regard as useless, or even worse than useless. Such to a great extent, though not altogether, was the Scholastic Philosophy. But at least it may be said that the scholars of those days possessed their knowledge beyond deprivation, short of death or madness, whereas there are many modern scholars who, if put out of the reach of books, would be shorn Samsons. Also it is to be observed that this cultivation of the memory tended to the production of strong individuality. Each man took what he most needed, or preferred, in the way of learning, and each assimilated all he took, working it into the warp and woof of his own intellect, as Shakespeare worked the crude and clumsy plays and novels out of which he wrought the immortal dramas which bear his name. At present the influences of educational systems operate in the contrary direction. They conform all minds to a common model, and tend to the establishment of a monotonous and rather low intellectual level.

In that East whose philosophies, literature, man ners and customs the West until quite recently contemplated with much the same barbarous score the Huns and Goths displayed toward the intellectual products of Roman civilization, it has for unnumbered ages been the practice to train the memory of the eye as carefully as that of the mind. Few people to-day probably understand what is meant by the memory of the eye. It is the faculty of observation and recollection. Houdin in his memoirs (cited by Mr. Leland) gives an interesting illustration. He had planned a new mystification for the public-a pretended secondsight or somnambulistic trick, such as all conjurors have since added to their repertory. It was necessary to the success of this trick that both he and his son, who assisted him, should train their visional memory to the highest possible pitch. Houdin proceeded thus: He and his son would walk through the street together, and when they were opposite some shop having a great many articles displayed in the window, they would each give one rapid glance at the show-window, then pas on, and a few steps further stop and see how many things each could remember. By steady practice their skill became great, so much so that presently either was able to seize in one lightning glance the whole of a window-full of objects -- perhaps numbering several hundred. Eyeemory can be cultivated in other ways, and to the artist and designer it is of the utmost value. It is because they have cultivated this faculty that the Eastern children are able to weave and mbroider complicated patterns without any model.

With some artists, as with all great noveli memory is innate. The painter Blake is one illustration of this. He used to paint pictures from his own visions, and he often declared that the figures thus formed seemed just as real to him as the most solid flesh and blood. Dickens and Thackersy and Balzac and many other great authors actually saw the people they put in their books and the places they described. But eye memory can be cultivated in all children so that when they grow up it will be possible for them to take to themselves and hold forever whatever scenes of beauty and interest are pre-

sented to them.

In designing, it must be perceived at once that this ability to preserve and make representations of objects before seen is of the highest advantage, and that it gives those who possess it a long start on their less well-equipped rivals. The designer who has both the intellectual and the eye memory developed is independent of many things if only he has fair opportunities of observation. A the cathedrals, churches, monuments and architectural remains, the sculpture and decorative art works of past ages, means far more for him than it can possibly do for the untrained student. Returning home he will carry with him relies of everything he has seen, and at will he can withdraw them from their brain-cells and use hand-in-hand with that of eye memory, moreover. Few people realize how rare careful observation is at present; how commonly we all neglect daily opportunities, and even refuse to take the trouble

This modern indifference and intellectual apathy so to speak, is often curiously shown in the ig-norance of people about the places where they live. Richard Grant White, in one of his books (" England Without and Within"), gives a pregnant example of this. In passing through Gray's Inn, he noticed a very old and curious archway with as old and odd a door in it. He asked two of his acquaintances, both of whom had chambers within a stone's throw of the spot, what the archway belonged to and its history; and neither of the men could tell him anything about it. It is a common experience to find boors ignorant of the case cited, both the ignoramuses were educated and intelligent, and there is nothing singular in their failure to acquaint themselves with what stared them in the face every day of their lives for probably most of our readers can match the experience. In fact, observation is almost an atrophied faculty, and when a writer practises it for the purposes of his art, we regard the matter as in some sense wonderful. In addition to cultivating observation and memory, Mr. Leland advocates training in quickness of perception, including development of the eye and mind, and he lays great emphasis on what is really a necessary preliminary to the acquisition of all the other faculties, namely, a proper and systematic use of the will. Beginning with an assumption which may surprise many—that every one is capable of artistic work and strong memory and observation—he insists upon the devotion of patient effort to the creation of interest in work.

The principle that to educate children rightly the means of instruction must be made attractive MACMILLAN & CO. New-York. for probably most of our readers can match the

The principle that to educate children rightly the means of instruction must be made attractive has already been recognized and applied in the kindergarten system; but Froebel's methods are not less true and not less applicable to the advanced stages of teaching, and this has yet to be perceived and acted upon. The old perverse, wasteful and futile modes of conveying instruction still neutralize the best-meant efforts in the higher schools and colleges, and the old complaint that college courses result in little practical intellectual development has the same force as in their studies; the failure to make them comprehend the bearing and scope of disciplinary exercises in the aselves tedious; the failure to train the will so that it may dominate and guide the opening intelligence; have much to do with this waste of time and labor and capital. It would perhaps be of little use to improve the methods of teaching in the higher schools unless the whole educational system were brought under the influence of radical reform. But it is not difficult to perceive that the introduction of the principles and methods advocated by Mr. Leland in a systematic way would revolutionize the whole In his present volume the author has addressed himself mainly to demonstrating the practical value of art industry and the case with which it can be taught. There is, he is satisfied, no danger of overdoing it; of training industrial workers in such numbers that their competitions and productions will drug the market.

On the contrary, he declares that the market grows with the growth of the minor arts, and that notwithstanding the number of artisans and artists turned out by the many art schools of this country and Europe to-day, the demand continues to be far in advance of the supply. One obvious explanation of this is the elevation of the public taste. The people are learning more and mor rapidly that true art-work can only be done by hand; that factory work is necessarily dead and uninspired; that to attain excellence of any kind in this direction the design and the execution must bear the stamp of individuality which no machinery can ever imitate; in a word, that there can be no art without soul. This is the secret of the charm of mediaeval and antique art, and in the obsolete popular appreciation of this principle is to be found the fundamental cause of the splendidly original and profoundly artistic work done by so noble an array of masters in the past. Rightly viewed therefore Mr. Leland's methods and theories constitute the strongest conceivable protest against that instruction which, working too often in the disguise of the democratic spirit, tends to despiritualize all modern work, to degrade modern educational processes, to paralyze and level modern art, and to exclude from the influential agencies of the age that principle of individualism upon the preservation and cultivation of which all progress toward a really high ideal depends. We are not ready to see industrial teaching introduced in the public schools; but there is no doubt that the present system would be the better for the application of some of the principles which Mr. Leland discusses.

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M ISS REYNOLDS'S SCHOOL, 66 Wes 45th-st., replaced by the second of th

M ISS BALLOW'S SCHOOL.

24 EAST 22D-SZetober 4.

Will re-open on Thursday IRLS.

348 Madison-Crober 1st.

Will record MONDAY to the findly.

M ISS JENNY HUNTER'S INDERGARTEN.
SCHOOL AN Jopens September 17.
S West 127th-st.
MRS. GALLAHER'S SCHOOL FOR YOUNG LADIES. 61 West ifty-second-st.

REOPENSJCT. 5. CIRCULARS.

M ISS GIBBONS SCHOOL FOR GIRLS,
REDEENS SETTEMBER 20.

M ISS C. M. (ILSON'S SCHOOL FOR CHILDREN
REOPENSJEPTEMBER 20.

113 WEST ATTH. ST. 113 WEST ATTH. ST. 113 WEST ATTH. ST. 114 WEST ATTH. ST. 114 WEST ATTH. ST. 114 WEST ATTH. ST. 115 WEST ATTH. ST. 1 I NTERMEDIATE AND ACADEMIC SCHOOL FOR BOYS, 53 West 124th-st., formerly 171 West 126th-st. Fifth year begins Sept. 17. Mass RANSOM, Principal. J OHN MACMULLEN'S Sensel is in West 155th-st., and his house in West 16st-st., both near 10th-sve. About 300 feet from Cable Road. Open Monday, Sept. 17. Terms from \$100 to \$450. Boarders, \$400. Circulars at Putnam's, 27 West 234-st. MRS. GRYFITTS' DAY SCHOOL for young ladies
No. 114 Mailson-ave., near Forty-eighth-st.

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for boys attending other schools, between 4 germs of the service of the study of German French, Seanish, Lain or Germ.

GIRLS CLASS.

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GIRLS CLASS.

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GIRLS CLASS.

The adjoining private heuse, 334 to 18 years of age imited number of young ladies from the Lenox Institute, will be taught by the professors of the Lenox Institute, will be taught by the professors of the Lenox Institute, will be taught by the professors of the Lenox Institute, will be numerous applications for admission to the Insatitute already received fully attent for a foreign and Needle-work to large the professors of the same professors of the same professors.

The numerous applications for admission to the Insatitute already received fully attent for applications for products, young september 18.

W. LYON'S COLLEGIATE INSTITUTE, No. 5

H. Elst 204-85, corner of Broadway, opens Sept. 17. No. 114 Mailson-ave., near Forty-eighth-st.

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All reopen the last Monday in September.

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MADAME DA SILVA'S BOARDING AND DAY School for Girls (formerly Mrs. Ogden Hoffman's). No. 24 West 38th-st., reopens Oct 1. Apply for circulars. M ADEMOISELLE RUEL, No. 26 East 56th-st. SCHOOL FOR GIRLS. Reopens October 8. Number limited.

Number limited.

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Training Class for Kindergarters.

MISS ELIZABETH L. KOUES' BOARDING AND DAY SCHOOL FOR GIRLS reopens Oct. 1. Graduates prepared for cellege. No. 45 East 68th-st.

MISS KIERSTED'S

M 188 KIERSTEIP'S

MISS KIERSTEIP'S

SCHOOL FOR GIRLS, 26 EAST 62D-ST., Reopens October 3. Separate classes for boys. Studio.

MISS SPRING'S ENGLISH AND FRENCH SCHOOL Mior Young Ladles and Children, No. 121 East 36th-st., near Park ave., will reopen Thursday. September 27th. Drawing, elecution, calisthenics and sowing included in the course. Lectures on literature, history, natural philosophy, &c. Special course for advanced pupils. At home after Sept. 15.

after Sept. 15.

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44 EAST 78TH-ST.

First house cast of Madison-ave. THE MISSES WREARS' BOARDING AND DAY SCHOOL for girls, 37 East 68th-st., reopens Oct 1; Separate class for boys, Kindergarten. THE MISSES MASON'S English and French school for young ladies and children, will reopen October 1 at 43 West 50th-st.; special course for advanced pupils. At home September 15.

At home September 13.

THE MISSES MOSES BOARDING AND DAY SCHOOL for Young Ladies and Children, reopens Soptember 25. Kindergarten in charge of a trained kindergarten Ducker. 647 Malison-ave.

THE MISSES GRAHAM will reopen their boarding and day school on Tucsday, October 2.

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NO. 32 WEST 40TH-ST.

Boarding and Day School for Young Ladies.

Reopens Oct. 3. Miss DAY in charge.

THE MISSES GRINNELL will reopen their

DAY SCHOOL FOR GIVES

DAY SCHOOL FOR GIRLS,
22 East 54th-st., October 2.
Separate classes for boys, Oct. 1. Kindergarten, Oct. 10. THE MISSES ROGERS' ENGLISH, FRENCH AND German School for Young Ladies and Children, 220 West 38th-st., reopens Sept. 17. West 38th-st., reopens Sept. 17.

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9WEST 30TH-ST., SCHOOL FOR GIRLS.
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29) WEST 130TH-ST.—THE MISSES JACOT'S School for Young Ladies reopens October 1st. Advanced Course. Kindergarten. Separate Boys' Department. Limited number of Bearding l'upils over fourteen years of

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